

## CHAPTER I

### INTRODUCTION

This study is going to discuss EFL students' perceptions of the benefits of Project Based Learning in Translation class. This chapter explains some fundamental aspects in this present study such as; background of the study, the scope of the study, the research question, the purpose of the study, the significance of the study, and also the definition of the key terms.

#### 1.1 Background of the Study

Project based learning (PBL) has been a long tradition in several countries that has been studied in the last two decades, recalling to the 19<sup>th</sup> century to the work of Francis W. Parker and John (Dewey, 1897). As the method of general education, PBL is not a new concept but it is an instructional and curricular method based on the ideas of progressive education (Hovey & Ferguson, 2014). The components of project based learning instruction are thought to have the first appeared in the 1890s when John Dewey founded his laboratory school in Chicago (Dewey, 1897). The support and use of project based learning has fluctuated for a long time, but currently the implementation of project based learning in some form is common in lower education practice in several centuries.

Project based learning has been studied as an instructional method for the exceptional L2 classroom (Belland, Ertmer & Simons., 2006). The several studies have focused specifically on students aspect of project based learning (Lewis et al., 2010). Based on these studies, project based learning appears to be an

effectual method for the general education in English class globally. However, relatively few studies have more specific perspective for students aspect of project based learning. In addition, it means that the high quality research to support PBL is limited (Chikita et al., 2013)

Project based learning in L2 classroom is the effective educational approach to make students more critical and active in learning process. It is focused on creative thinking, problem solving, and the effective communication of the students peer or groups to create project and use the new ideas to develop knowledge of the project (Kapp, 2009). In a case study that focused on the students working on an integrated math and science project, they found that the students' learning was enhanced as the result of the collaboration work and communication between students and groups in project. Students are able to develop ideas by experiences for further research and study as a result of team project. This study allowed students to build their English ability such as writing, reading, grammar and vocabulary.

Project-based learning can be used apparently in several subjects and at most level. PBL is also a learning strategy or learning model for translation class by producing story book and developing students' experiences. By making group, the students' enabled to give perceptions and the feeling when they are doing the translation project (Kapp, 2009). Project based learning in translation class is an important assessment method because it allows the students to explore the ideas, skills, knowledge, and ability by giving perceptions of the created project (Indarti, 2016). Translation assessment is an important part in making sure that translation

text in story book more clearly and can be able to read by many people (Firoozkoochi et al., 2012). Project-based learning can be used in combination with modern method of Translation teaching to help students acquire their knowledge and skills (Zheng, 2017). However, the specific individual preferences of the translation project makes it necessary to create the sole and coherent criteria for evaluating students by doing project (Indarti, 2016).

In Indonesia, there are many researchers do the research about project-based learning such as Chikita (2013), Indarti (2016), Putri, et al., (2018), and Siregar (2018). This paper presents students' perceptions the benefits of PBL that all program instructors in their PBL learning program are free to design and produce their projects class as long as they fit within the framework of the course (Foss et al., 2007). In fact, this research little has been done so the researcher does the research about EFL Students' perceptions of the benefits of project-based learning in Translation class. However, in IAIN Kendari, one of English lecturer has attempted this learning method in Translation class at 5<sup>th</sup> semester English Education Department. The researcher wants to know the students' perceptions to the benefits of PBL. Therefore, this study focuses on EFL students' perceptions of the benefits of project-based learning in Translation class.

## **1.2 Scope of the Study**

In this study, the researcher needs to know how students' perceptions to the benefits of PBL. The researcher used questionnaire and reflective strategy in Translation class. This research conducted at IAIN Kendari at 5<sup>th</sup> semester English Education Department. The study focuses on EFL students perceptions of the

benefits of project-based learning in Translation class. Project-based learning is a learning method or teaching strategy in which students gain knowledge and skills by working for an extended period of time to investigate and respond to cooperation, authentic projects, engaging, and complex questions, problem or project challenges.

### **1.3 Research Question**

Based on the background of the study above, this study attempted to answer following question: “How do the EFL students perceive of the benefits of project based learning in Translation class?”

### **1.4 Purpose of the Study**

Based on the background above, the aim of this study is to investigate and describe the EFL Students’ perceptions of the benefits of project-based learning in Translation class in an islamic higher education in Southeast Sulawesi, involving the 5<sup>th</sup> semester English Education Department.

### **1.5 Significances of the Study**

This study offers some important insight into a number of aspect of theoretical and practical benefits. The finding of this study can be used as a reference for all who want to conduct research in analyzing students’ perceptions of the benefits of project based learning in Translation class. Moreover, it can give a positive impact on all levels of academic aspect.

Firstly, this research will be helpful for students as a useful reference. This study provides a useful and referential contribution in presenting EFL students' perceptions to the benefit of project-based learning in Translation class and expressing their feeling after getting a project.

Secondly, for students, this research will give description for students about the benefits of Project-based learning and the students' perceptions about the finished project in the classroom. Moreover, the students can investigate that Project Based Learning has many benefits for students.

Thirdly, for teachers this research will help the teacher to measure the students' creativities in the classroom based on the students' knowledge and skill. The teacher also can make a new teaching method by using Project-based learning in the classroom.

And the last, this research will be helpful for the institution, IAIN Kendari in improving the quality of teaching and training to students in learning context. Moreover, with this research, hopefully, it is not only from English Education Department that used project-based learning as a method of learning but also the other programs can be applied this method for learning in the classroom.

### **1.6 Definition of Key Terms**

On the purpose of the study, the researcher defines the definition of the key terms that used in this study which are students' perception, project-based learning, and Translation. Firstly, students' Perception. Students' perception is generally consists of an observation on certain situation or environment (de la

Puente Pacheco et al., 2019). Students' perceptions in this study defines as the cognitive process that the students use to interpret, understand, and recognize the objects.

Secondly, Project-based learning is centered on the learners and affords learners the opportunity for in depth investigations of worthy topics (Grant, 2002). Project is defined as assignment which is aims at having the students produce a product (Talebi, 2016). Students are expected to create a real thing that is based on the teaching material. This study defines project-based learning as the learning method for student to create something and respond to authentic, engaging, and complex questions, problem or challenges in doing project.

Thirdly, Translation is a process of substituting a text in one language for a text in an- other (Catford, 1965), while the other also have their own opinion about translation, such as translation is the reproduction in a receptor language of the closest natural equivalent of the source language message, first in terms of meaning, and second in terms of style (Ross, 2000). This study defines Translation as an English classroom at IAIN Kendari refers to the process of students for transferring message or meaning from source language to target language.

